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ABSTRACT

This final report describes accomplishments and activities of the 4-year Super-Vision project, designed to train teachers to supervise paraeducators in their work with students who have disabilities. The project used a problem-solving, consultative model, validated curriculum materials ("Teamwork and Evaluation"), and a training of trainers approach. The project offered a professional development series consisting of 10-15 weekly training sessions for teacher-paraeducator teams and individual training workshops for either teachers or paraeducators. A total of 194 educators participated in the professional development series and a total of 45 workshop presentations were conducted with more than 2,000 participants. Field testing of the curriculum resulted in changes and further validation. Additional activities included development of a facilitator manual to accompany the curriculum, training of trainers activities, and orientation training for building and school district level administrators, and information dissemination. A special effort was made to address cultural diversity issues, especially to increase the number of minority paraeducators. Attached tables detail program presentations and offer a typical training syllabus. (DB)

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SUPERVISION: A MODEL FOR THE TEACHER'S ROLE AS SUPERVISOR OF PARAPROFESSIONALS

Project of National Significance

PR/AWARD Number: H325N980038-00

FINAL REPORT

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SUPERVISION: A MODEL FOR THE TEACHER'S ROLE AS SUPERVISOR OF PARAPROFESSIONALS: FINAL REPORT

Super-Vision: A Model for the Teacher's Role as Supervisor of Paraprofessionals addressed concerns arising from the following trends, current at the time of writing of the proposal: 1) the increased use of paraprofessionals in increasingly sophisticated roles in the classroom: 2) the increased complexity of supervision of paraprofessionals as a variety of service delivery models were being used to support inclusion and the individual needs of students; 3) the continuing lack of consistent training for paraeducators, and for teachers in how to supervise and train other adults in the classroom; and 4) the continued lack of an administrative structure to support paraprofessionals and their supervising teachers. The *Super-Vision* project proposed a framework for the appropriate training of paraprofessionals by 1) training teachers and paraeducators in the skills of effective teamwork and self-evaluation; 2) providing a framework for continuing professional development using observational data and consultation with another member of the instructional team; and 3) providing orientation training for school administrators in the issues surrounding the employment, training and supervision of paraprofessionals and their supervising teachers, with a new model of staff evaluation which paralleled the data-based self-evaluation system used by the teachers and paraprofessionals.

The *Super-Vision* project was designed to train teachers to supervise paraeducators using validated curriculum and a problem-solving, consultative model. In addition, the original proposal included the use of a training of trainers component to strengthen local capacity in participating school districts, providing a

means of ongoing support and training at termination of project funding. This Report details the accomplishments of the *Super-Vision* project over the four years of its implementation (three years, plus a one-year no-cost extension) - from October 1, 1998 to September 30, 2002.

The six major objectives of the *Super-Vision* project were:

1. To provide training to supervising teachers and their paraeducators in the skills necessary for effective collaboration to enhance services for students with disabilities.
2. To collect final field-test data on curriculum materials relating to effective supervisory relationships (namely *Teamwork and Evaluation for Teachers and Paraeducators*) in order to make final adjustments to the materials and ensure their complete effectiveness.
3. To develop and field-test a facilitator manual to accompany *Teamwork and Evaluation* so that the materials could be made widely and easily available to educators who wished to increase the supervisory skills, and school districts/States who sought validated curriculum in order to provide this training to their educators.
4. To provide a Training of Trainers in the above curriculum, thereby increasing the capacity of school districts to continue training teachers and paraeducators beyond the project funding period.
5. To provide orientation training for building and school district level administrators in the issues surrounding supervision and training of paraeducators.
6. To disseminate results of research and development activities to appropriate audiences.

These objectives were designed to lead to the development of a blueprint that could be used nationwide to train teachers as supervisors of paraeducators.

Evaluation of the *Super-Vision* project included the following:

A. Validation of *Teamwork and Evaluation* through questionnaires, audio-taped discussions, coursework assignments and course evaluations.

B. Validation of the *Teamwork and Evaluation* Facilitator manual, through independent review.

C. Assessment of the instructional environment using the TIES II system (Ysseldyke & Christenson, 1994).

Project results and achievements are detailed under each of the objectives below. The completion of the proposed Evaluation Plan follows, accompanied by details of project accomplishments in relation to the issue of Cultural Diversity.

Project accomplishments in relation to project objectives

1. *To provide training to supervising teachers and their paraeducators in the skills necessary for effective collaboration to enhance services for students with disabilities.*

Training provided to teachers and paraeducators through the *Super-Vision* project came in one of two categories:

A. Professional Development Series, consisting of 10-15 weekly training sessions approximating to 2 university credit hours (under a semester system), using the *Teamwork and Self-Evaluation* curriculum; these sessions were generally for teacher-paraeducator teams and are described in greater detail below. Such

training opportunities were arranged and advertised through the school districts - usually through special education directors. A typical syllabus for the training may be found in the appendix. During Year One these Professional Development Series were 15 weeks long, to coincide with the length of the university semester. However the experience of that year suggested that this timespan was excessive for paraeducators, who were unused to attending formal training; teachers working full-time and attending class for two hours every week (in addition to completing assignments) also found this to be a considerable commitment. Thus in subsequent years, the long-term training was conducted over a period of 10 weeks (approximately 25 hours of instructional time). An important aspect of the training sessions was the deliberate and explicit use of the principles of effective instruction, as a model for participants. Thus, when a concept was taught, participants were provided with guided practice and feedback during the training session, before being required to use the concepts in their own work setting (i.e. engage in independent practice).

B. Training workshops, of 60-90 minutes duration; these were most usually attended by either teachers or paraeducators. Tables 1 and 2 contain details of this type of training provided to teachers and paraeducators respectively.

A. Professional Development Series

During Year One, we provided training to 78 individuals - 36 in a rural school district in Southern Idaho, and 42 in an urban school district in Utah - over a period of 20 weeks. These were teacher-paraeducator teams, often with more than one paraeducator per teacher. Forty-three of the participants chose to take the training for University credit (Utah State University and Brigham Young University), generating 72 hours of graduate credit and 30 hours of undergraduate

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credit. The cost of tuition was paid for these 43 participants with project funds, and the remainder were paid a training stipend, as proposed. The course was registered through USU's Extension Office and credit was through the Department of Special Education and Rehabilitation (SPED 5790 and 6790) as independent study, as this was not a class that was to be listed permanently on the university catalog.

During Year Two we conducted training in Ogden City School District, an inner-city district with a high percentage of minority students in northern Utah. Thirteen teachers and ten paraeducators attended from the district. In addition, a team of three (administrator, teacher and paraeducator) attended from Humboldt County School District in Humboldt, Nevada, as a prelude to the Training of Trainers which we subsequently conducted in that school district (see below). Of these 26 participants, 16 opted to take the training for university credit, generating 12 hours of undergraduate credit and 20 hours of graduate credit. The remainder received a training stipend. The monetary value of the tuition and the stipend were approximately the same, and no distinction was made between the value of the stipends paid to teachers and those paid to paraeducators - i.e. they were paid exactly the same amount of money.

At this point in time, the requirements for re-certification credit (Licensure Points) for teachers in Utah were modified, with a broader range of activities qualifying for the credit, which resulted in lesser importance being placed on the acquisition of university credit. There were noticeably fewer participants in subsequent years who opted to take the class for credit, which we ascribe to this change in the re-certification requirements. However, we found that

paraeducators generally did not opt to register for credit, as there has been no career ladder for paraeducators in Utah or Idaho which would encourage them to seek higher qualifications; the majority of those registering for any of the classes for credit were teachers.

During Year Three, training was provided to teachers and paraeducators in Logan and Cache school districts, which are the 'local' districts for Utah State University, and for Alpine school district, which is local to Brigham Young University. During the Fall of 2000 a mixed group of 16 teachers and 16 paraeducators from Logan and Cache districts participated in a 10-week training course. Seven participants opted to take the class for credit, generating 10 hours of undergraduate and 4 hours of graduate credit. Such was the positive response to the training that Cache school district requested another 10-week session in the Spring of 2001. Eleven teachers and 23 paraeducators[1] attended this second local training. Also in the Spring of 2001, training was conducted in Alpine school district in Utah, where 21 teachers and paraeducators and 3 district administrators attended the 10-week training, six taking the class for credit, the remainder (18) for a stipend.

The total figure for those receiving long-term training through the first three years of the *Super-Vision* project was 194, the majority of whom were teachers and paraeducators, but with a small number of administrators also participating.

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[1]We have classed those as paraeducators who do not have professional teaching credentials, even though some were referred to as 'teachers' (working in Title I programs, they did in fact assume considerable responsibility for instruction) or 'specialists' (teaching subjects such as computers, music, art, and again taking almost total responsibility for the design and management of the curriculum).

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B. Training workshops

Tables 1 and 2 detail training provided to teachers and paraeducators in workshops and one-time presentations. These ranged from presentations within the state of Utah (e.g. the annual Utah Paraeducator Conference) to presentations at national (e.g. the Annual conference of the National Resource Center for Paraprofessionals) and international level (e.g. the First Annual UK Conference for Teaching Assistants in Worcester, England, 2000, at which the Project Co-Directors were keynote speakers). Project staff provided training workshops to teachers and paraeducators in at least 8 different States during the four years of the project, as well as in Canada and the UK. Given that some of the workshops took place within the context of national conferences, paraeducators and teachers from many more states were also in attendance. The groups attending some of the workshops were a mix of paraeducators and teachers, or - in some cases - paraeducators and administrators.

S.E. Idaho conference

During Year Four, in addition to training workshops for teachers and paraeducators, the Project Directors responded to a request from the Special Education Director in Arimo, ID, to organize a conference for paraeducators in the S.E. Idaho region. A one-day conference was organized for October 2001, involving 16 school districts and 80 paraeducators. Presenters from local universities and school districts provided sessions on a wide variety of topics, including effective communication, working with your supervisor, and other topics related to the *Teamwork* curriculum, as well as effective instruction, behavior management, working with students from minority backgrounds, teaching reading, etc. The keynote speaker was a paraeducator from the region, with 15 years of experience.

With three one-hour breakout sessions, the conference represented over 300 man-hours of training. Such was the response to that first conference, the Project Directors were again asked to organize a conference in October 2002. This was a two-day conference, involving 17 school districts and over 100 paraeducators. The majority of paraeducators attended for both days. In response to the requests of the Special Education Directors in the Region, additional topics (e.g. working with students with severe disabilities, the implications of *No Child Left Behind*) were included. This 2002 conference represented over 700 hours of training to paraeducators. Part of the assistance provided in organizing the conference included sharing organizational details and suggestions for additional presenters, so that the Special Education Director has sufficient information to organize future conferences without the need to call on the Project Directors.

2. *To collect final field-test data on curriculum materials relating to effective supervisory relationships (namely "Teamwork and Evaluation") in order to make final adjustments to the materials and ensure their complete effectiveness.*

Extensive field-test data were collected from training participants in Utah and Idaho during Year One and (to a lesser extent) during Year two. Data sources included: pre-and post training questionnaires; student assignments; classroom observation and interviews by an independent observer; focus groups of teachers and paraeducators; teaching segments evaluated by class participants; and formal university course evaluations. In addition, the Project Directors were assisted in delivering the training by colleagues in special education, and these colleagues also

provided feedback from their training experiences.

Participants in the *Teamwork* training delivered as described above were asked to provide feedback on both the content and the format of the training materials. Feedback on format was provided by all training participants using a 5-point scale. Overall, approval was expressed for the use of wide margins to facilitate note-taking, the quantity of information per page, the ease of understanding of the material, the bulleted lists and charts. Reviewers also expressed a preference for more graphic elements and the use of color. However, in the interests of keeping printing costs to a reasonable level, these elements were not increased. A sample of the 78 participants in Year One trainings was asked to respond to each of the chapters of the participant manual, so that every participant provided in-depth feedback on the content of one chapter, but no one participant was required to give feedback on the whole manual.

The Participant manual for *Teamwork* was also sent out for review to 14 designated members of the Stakeholder Panel. These included professional and paraprofessional educators, university faculty and school district personnel with responsibilities for paraeducators and/or staff development. Reviewers were asked to comment on the content of the materials, and only two questions were asked in relation to each chapter: What did you find most useful? What do you think needs improvement? Reviewers provided considerable feedback in response to both questions, providing validation for the concepts and methods in the training, as well as small but valuable suggestions for improvement.

Data from all of these sources were analyzed and the results were used to

make changes to the training materials. Major changes included the following.

1. The first chapter of the original materials (Teamwork) was divided into three (Assigning roles, Effective communication, Collaboration for teamwork), as the quantity of new information provided was considered too extensive for one chapter. This also facilitated the use of the materials for training, as each chapter provided sufficient (but not too much) information for a training session.
2. The insertion of two chapters - one on the basic principles of effective instruction, the other on basic tenets of effective behavior management. The inclusion of these additional chapters was prompted by the training itself, when it became obvious that participating teachers and paraeducators did not have a common vocabulary (or, particularly in the case of paraeducators, any vocabulary) for discussing their work, making self-evaluations, or planning change. The content for the first of these two chapters was based upon the book by Drs. Alan Hofmeister and Margaret Lubke (1990) *Research into Practice: Implementing effective teaching strategies*; content for the second chapter was gathered from a variety of sources, and was compiled by Dr. Katherine Mitchem, one of the co-trainers.
3. Lists of reading material and resources were removed from the end of the chapters, as feedback from training participants suggested that they would not be able to access such materials easily - particularly in rural areas.
4. the language of the whole manual was checked for unnecessary formality and jargon.
5. the title of the training curriculum was changed to *Teamwork and Self-Evaluation for Teachers and Paraeducators*, as we felt that this was an important initial distinction to make - that the evaluation process was being

cultivated as a reflective activity, rather than being imposed.

By Year Three, the *Teamwork* materials had undergone major revisions, and were considered to be in their final version, although we continued to adjust some of the forms and exercises in response to feedback from prior training sessions.

An additional validation of the Teamwork materials occurred during Year Three. One of the special education teachers who had participated in the training used the *Teamwork* manual to provide training to her paraeducator on an individual basis, to ascertain whether this was a feasible use of the materials. In conjunction with project staff the teacher developed a training plan which extended over the course of three months. She then implemented the plan independently and provided feedback, as did her paraeducator. The feedback suggested that: it was feasible to use the *Teamwork* materials for one-on-one training of a paraeducator by a teacher; that the teacher found it immensely useful for establishing classroom procedures and expectations for the paraeducator (even though the teacher had worked with paraeducators before, and was very systematic in her approach to her work, she had not been as precise in her orientation of her paraeducator as the *Teamwork* curriculum advocates); and that the paraeducator found the training to be helpful in clearly establishing her role, with the content of the curriculum at an appropriate level for her to understand and implement with the support of her teacher.

Another form of validation for the content of the *Teamwork* training was the evaluation feedback received from training workshops and presentations. This was independent evaluation, requested by conference organizers, not by project staff. For example, feedback from participants at two training workshops at the

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California State Paraeducator Conference in 2000 showed that more than 94% of participants considered that the content was relevant and valuable, and the material easily understandable. The remainder said that it was 'somewhat' so. These were workshops on *Re-defining Roles and Expectations*, and were attended by a total of 90 paraeducators, but have been typical of the positive feedback received in response to other concepts treated in the *Teamwork* curriculum.

3. *To develop and field-test a facilitator manual to accompany* Teamwork and Evaluation *so that the materials could be made widely and easily available to educators who wished to increase the supervisory skills and school districts/States who sought validated curriculum in order to provide this training to their educators.*

The Facilitator manual was developed over the course of the first 2 years of the project, as the Project Directors provided training to teacher-paraeducator teams, and thereby accumulated resources and teaching ideas for the manual. A copy of the Facilitator manual is enclosed with this Final Report. Each chapter of the *Teamwork* participant manual has a corresponding chapter in the Facilitator manual. For each chapter the Facilitator manual includes: objectives; important concepts and several activities for addressing each objective using the principles of effective instruction; and a variety of suggestions for assignments. More activities and assignments are included than could practically be used to deliver the training, so that training Facilitators can select those activities that would be most appropriate to their audience, and also provide variety in the training. The introductory sections of the manual include practical suggestions for organizing the class, and appropriate approaches for use with adult learners. Photo-ready

masters for overhead projector transparencies are also included in the manual, as are masters for handouts and in-class exercises. The Facilitator manual also has an accompanying video with clips illustrative of key points in the training. This resource video has two versions of each clip - one with and one without captions.

4. *To provide a Training of Trainers in the above curriculum, thereby increasing the capacity of school districts to continue training teachers and paraeducators beyond the project funding period.*

The training of trainers was first piloted in Humboldt County School District, Nevada, and was organized through the office of the Director of Special Education, who requested that the Project Directors train 5 teacher-paraeducator teams as trainers for the *Teamwork* materials. During the Summer of 2000, the Project Directors provided a one-week training to these teams, who subsequently trained 85 other teachers and paraeducators in Humboldt County school district. In addition, these training teams have since provided training to 170 teachers and paraeducators in two other school districts in northern Nevada. The Project Directors also provided support to the Special Education Director in Humboldt County school district to write a proposal to the Nevada State Department of Education for funding to support the ongoing training. This proposal was successful. Participants in the *Teamwork* training in Alpine school district in Year Three were also expected to become trainers for other staff in their own schools. At the writing of this report, one of those teams is known to have been active in doing so.

During Year Four, the training of trainers was conducted in Redmond school district (Oregon) with fifteen teacher-paraeducator teams, and the *Teamwork*

curriculum has since been proposed for permanent adoption by the school district as part of its core training for teachers and paraeducators. As of the writing of this report, the school district is still going through the lengthy adoption process.

5. *To provide orientation training for building and school district level administrators in the issues surrounding supervision and training of paraeducators.*

Orientation training for school and district administrators has largely been provided through presentations at conferences and professional meetings. Table 3 provides details of the conferences and meetings at which training was provided, the number of participants and the location of the training. It will be noted from the table that some 25 presentations relating to teacher-paraeducator teams have been made to administrators over the course of the four years of the *Super-Vision* project (although the exact number of administrators is difficult to ascertain as some presentations were attended by a mixed group of administrators and teachers, or administrators and paraeducators). These have included university faculty and State directors of special education. In addition, a number of manuscripts were submitted to and accepted by professionals journals whose major audience is school administrators. Table 4 provides details of those that were accepted and published, with the circulation of the publication. In total, 30 items were published in journals and databases targeting administrators (or administrators and teachers), many of them with national audiences and circulation in the 1,000's.

Research opportunities

Some of the basic issues relating to the employment, supervision and training of paraeducators and their supervising teachers have not been well researched to date. Therefore, whenever possible we conducted informal research with groups of teachers, paraeducators and administrators who attended training sessions. We also mailed surveys to selected groups when this was an option (e.g. the survey of participants in the A/SE program - see below - occurred in collaboration with the College of Education at Utah State University, and through the School of Education at Brigham Young University). This resulted in information being gathered on the following topics:

* *Paraeducators' motivation for attending training.* This topic was explored in response to the misapprehension on the part of many administrators that paraeducators who attend training will expect a higher rate of pay. Our 1999 surveys of 104 paraeducators in California, Utah and Idaho showed that overwhelmingly the primary motivation for paraeducators who attend training is to improve their job related skills, and that financial considerations were referred to only minimally (by less than 5% of respondents). The data from this research were reported in an article published in the journal of the National Rural Education Association (NREA) among others (Morgan, Ashbaker & Allred, 2000; Morgan & Ashbaker, 1999) and referenced in many other articles and presentations.

* *Access to professional development resources.* The majority of participants in the *Teamwork* training attended with at least one team member. This gave us the opportunity to see two sides of this issue - do teachers belong to professional organizations and/or receive professional publications? and if so, do their paraeducators also benefit from such resources? The data revealed that although the majority of teachers belonged to, and received publications from, at

least one professional organization, the majority of their paraeducators neither belonged to professional organizations themselves, nor were they offered access to the professional publications which their supervising teachers received. This was also true of professional publications subscribed to by the schools - even when the teachers said that such were readily available to them, their paraeducators almost invariably reported no knowledge of them. These data were published in the journal of the Utah Association for Supervision and Curriculum Development (Allred, Morgan & Ashbaker, 2000), and have been referenced in other articles and presentations, in an attempt at highlighting for teachers and administrators some of the simple and inexpensive ways in which paraeducators can be provided with professional development opportunities.

* *Aspiring and current administrators' responsibilities in relation to paraeducators.* In collaboration with the College of Education at Utah State University, and the School of Education at Brigham Young University, over 800 current and past participants in the Supervisory and Administrative Endorsement (A/SE) programs were surveyed by mail, in order to shed light on administrators responsibilities towards paraeducators. Results indicated that current administrators had general responsibility for 14 paraeducators on average (although in some cases the figure was as high as 140+); that they were responsible for hiring those paraeducators in 50% or less of cases; but that they also had responsibility for evaluating them - whether they had hired or 'acquired' them. Data also revealed that administrators knew of written district policies relating to paraeducators in 40-67% of cases (depending upon the source funding the paraeducator), but were aware of training for paraeducators in only 20-46% of cases. The data from these surveys were reported in presentations to teachers and administrators,(See Ashbaker, Morgan & Bartholomew, 2001; Ashbaker, &

Morgan, 2000; Morgan, Ashbaker & Roberts, 2000; Ashbaker & Morgan, 2000) and have been referenced in others, as well as in published articles targeting school administrators.

* *Legal issues relating to paraeducators.* An extensive review of the legal literature relating to education was conducted, using the IDELR database. The purpose of this review was to track the extent to which the decisions of OCR hearings and court cases related to the training and supervision of paraeducators, particularly in light of the statement in IDEA (1997) that paraprofessionals be permitted to provide services to students only if they are "appropriately trained and supervised." Results of the literature review revealed that a number of cases and hearings have indeed revolved around the qualifications of paraeducators serving students with disabilities, but that a critical factor in the decisions made was the extent to which those qualifications are documented. This information has been presented to school administrators in Utah (Ashbaker & Morgan, 2002; Ashbaker & Morgan, 2001) and elsewhere (Ashbaker, Bartholomew, & Morgan, 2000), and detailed in an article currently under review by a professional journal.

* *Promising practices relating to paraeducator support.* Four school district administrators (3 in Utah and 1 in Idaho) who were reputed to have provided significant support for paraeducators were interviewed by phone in Year Two. The interviews revealed that each administrator had taken quite a different approach to providing support - a paraeducator committee, a structured training and career development path, a schoolwide restructuring so that paraeducators could teach enrichment subjects while teachers worked with small groups of students in need of additional instructional time, and an intensive reading instruction program which involved paraeducators - but that each had been considered successful in raising the standard of instruction and the confidence of the paraeducators. This

information was subsequently shared at conference presentations (Ashbaker & Morgan, 2000; Ashbaker, Morgan & Mitchem, 2001) and in publications (Morgan, Roberts & Ashbaker, 2001).

* *The duties and instructional decision-making of paraeducators.* These data were collected in the US, the UK and Canada, with similar results. On average, paraeducators spent about 75% of their time in instructional tasks (as opposed to clerical/housekeeping duties), with 25% of that time dedicated to teaching new skills (rather than drill/practice, review, or supervision of independent practice activities). In addition, respondents indicated that on average approximately 25% of their time is spent working without a teacher present (See Morgan, Ashbaker & Young, 2001).

* *The extent to which paraeducators substitute for teachers.* These data were collected from only 53 paraeducators, and results can therefore only be taken as possible indications of trends. However, five school districts in two States were represented, with remarkably similar trends. The data revealed that approximately one in five paraeducators substitute "once or twice a month," and two in five substitute "3 or 4 times per year." Three-quarters of the paraeducators stated that they receive the same rate when they substitute for a teacher as for their usual work as a paraeducator, and two-thirds stated that their school districts 'never' hire substitutes for them when they are absent from work.

Towards the end of Year Two, the Project Directors formulated the idea of preparing a handbook relating to the issues of paraeducator employment, training and supervision for administrators. A 1979 handbook on the topic was located, and the original authors were approached for permission to adapt and update the

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handbook. That permission was willingly given by both authors. However, during the past 20 years, although the issues have largely remained the same, many of the legal requirements and general educational philosophies have changed so substantially, that any handbook produced would have to be written from scratch, so the notion of a second edition of the 1979 handbook was abandoned. Also, in 2001 Corwin Press announced its intention to publish such a handbook for administrators, so the Project Directors decided not to pursue the idea themselves.

6. *To disseminate results of research and development activities to appropriate audiences.*

The initial proposal included the following dissemination vehicles: the CPD website; listservs subscribed to by project staff; the Council for Exceptional Children (CEC) Special Interest Group on Paraeducators; the project advisory panel; papers and workshops at professional conferences; and, articles for submission to professional journals. Information relating to the *Super-Vision* project was regularly posted on the CPD website, and as materials became available, on an international listserv for special educators. Members of CEC's paraeducator SIG were also provided with information and the opportunity to review materials, and members of the advisory/review panel were of course provided with the training materials.

Table 1-4 provide details of presentations and publications relating to the *Super-Vision* project. Over the four years of the project, some 39 items relating to the project or its various components have appeared in a wide variety of

formats, relating to both special and general education, and at local, state, national and international levels. Circulation on the publications ranged from as low as 300 to as high as 40,000+. As this project represented pioneering work, many journals were unused to submissions relating to paraeducators - apparently not recognizing the growing importance of the associated issues. As a result, many of the publications listed in the tables had to be submitted to more than one journal before being accepted. However, when a manuscript was refused by a journal, we felt that the submission was not wasted, as editorial staff and reviewers were at least being presented with the issues. And despite the need to persist in finding an appropriate journal, as the table shows, we were able to place articles in a wide variety of publications, representing national organizations in elementary and secondary education, special and general education, teachers and administrators, school boards, etc.

More than fifty presentations relating to the *Super-Vision* project were made at conferences and professional meetings over the course of the four years of the project, and these were also at all levels from local to international. Whenever possible, colleagues were invited to co-author articles and co-present at conferences. Details of the *Super-Vision* project have of course also been distributed to colleagues at USU and BYU, for whom the Co-Directors work, to other professionals in the field, and to associated school districts personnel.

Copies of the *Teamwork* manual have been distributed on request. During Year Two alone 50 copies of the participant manual were requested by teachers, teacher educators, or school district professional development staff in 11 different States. During Year Three, a request was received from Bridgewater College (VA) for permission to use the *Teamwork* curriculum for a project proposing to train more than 500 teachers/paraeducators in Virginia over the

course of three years. In the interests of efficiency, a site license arrangement allowed the Project Director at Bridgewater College to produce copies on site, and as of the writing of this report, almost 400 copies of the *Teamwork* participant manuals have been made for that project. By the end of the project, *Teamwork* materials had been requested by, and sent to educators in at least 34 states, in addition to DC, Guam, Canada, the UK, New Zealand and Australia, Israel, Sweden, Hong Kong and the United Arab Emirates.

In addition to items in professionals publications, several items relating to the *Teamwork* materials and training have appeared in the media. These include:

- articles describing the *Teamwork* training in *The Citizen* - a local newspaper in Preston ID - in March 1999
- an article describing the Training of Trainers in the local newspaper in Winnemucca Nevada, where Humboldt County School District is located - in August 2000.
- A brief item referring to the Project Directors' work with paraeducators in the Washington Post in January 2001.
- in the Fall of 1999, the Project Directors were interviewed by an Associate Editor from *Counterpoint*, a publication of the National Association of State Directors of Special Education (NASDSE), resulting in a full-length article about the *Super-Vision* project and *Teamwork* materials.
- Dr. Betty Ashbaker was interviewed by local radio in Salt Lake City about the *Super-Vision* project/ *Teamwork* training in 2001.
- Dr. Morgan was interviewed by the Editor of ASCD's *Education Update* for their November 2002 issue on Paraeducators.

EVALUATION PLAN

Evaluation of the *Super-Vision* project included the following:

A. Validation of *Teamwork and Evaluation* through questionnaires, audio-taped discussions, coursework assignments and course evaluations.

B. Validity of the *Teamwork and Evaluation* Facilitator manual, through independent review.

C. Assessment of the instructional environment using the TIES II system (Ysseldyke & Christenson, 1994).

One change which occurred during Year One of the project relates to this area of evaluation. The TIES II system was not used as part of the independent evaluation of the project, as closer inspection revealed that the instrument was not designed for observation of the whole classroom but rather for the instructional environment provided for individual students with learning and/or behavioral difficulties. Many of the item in the TIES II protocols also were not applicable to the roles typically assigned to paraeducators in the Year One training groups. Adjustments were therefore made to the evaluation plan, to include whole class observations by an independent observer (Dr. James Young of Brigham Young University who has 40 years of experience in education), and a post-observation conference with the teacher or paraeducator to confirm the processes and purposes of the observed teaching segment. These observations and post-observation interviews were supplemented by focus group discussions with the paraeducators in the training group, and separately with the participating teachers. Discussion questions focused on the training, professional needs of the individuals in the group, and the support provided by schools for instructional

teams. Data from these sources were included in publications and presentations, as well as being used for revision of materials.

CULTURAL DIVERSITY

Concern was expressed at initial notification of funding that the project did not have sufficient emphasis on cultural diversity, and the ways in which project objectives and products could be applied to and used by those of minority culture. This concern was duly considered by the Project Directors, and the accomplishments described below relate directly to this issue.

Latinos in Action. The *Latinos in Action* (or *Estudiantes Latinos Para la Comunidad*) project was designed to increase the number of minority paraeducators in US schools. Specifically targeting the latino population (as the fastest growing minority group in Utah, particularly in rural areas where schools are ill-equipped to provide for this new group), *LIA* provided internship opportunities to latino high school students as paraeducators in local elementary and middle schools. This served several purposes: it provided culturally appropriate academic and social support for younger hispanic students; it offered the high school students insights into education as a possible career; and, it recognized and valued bilingualism as a skill rather than a handicap. In relation to the *Super-Vision* project, the following was accomplished:

- Initial training in effective teamwork (the importance of communication, clear definition of roles, common vocabulary and goals, etc.) was provided by project staff to the high school students, and to teachers at participating schools who supervised them.

- project funds were used to support participating students and teachers, through the payment of small stipends, and by providing training materials.
- During the 2001-2002, over 2400 hours of instructional support were provided to young latino students by the latino high school student paraeducators.

It should be noted that in the first high school to undertake this project during the 2001-2002 school year in Provo, Utah, all of the seniors involved graduated high school (an unprecedented level of achievement), several of the student paraeducators were hired as paraeducators in after-school programs while still in high school, and several made successful application to universities and communities colleges with the intention of becoming teachers (motivated by the sense of achievement experienced as paraeducators). The *LIA* project continues in Provo and Granite school districts in Utah - now run entirely by school district staff.

The Hispanic Paraeducator Initiative. The *Super-Vision* project was housed at the Center for Persons with Disabilities, Utah State University. During the 2001-2002 fiscal year, modest funds were made available for initiatives which would provide particular benefits to the local community - Cache and Box Elder counties, both of which are rural and have hispanic populations that have grown exponentially in the past decade. In conjunction with the *Super-Vision* project, a modified version of *Latinos in Action* was implemented in Box Elder school district's Summer Migrant Program in 2002, and also in a summer reading program targeting latino kindergartners in Cache school district. The *Super-Vision* project provided training and stipends for six latino high school students to work in the Summer Migrant Program, and two latino high school students to work as paraeducators in Cache

school district's summer reading program. During the summer of 2002 these hispanic students provided more than 1500 hours of instructional support to younger students and their teachers. The funds for continuing this collaboration with the school districts to support minority students will continued with funding from the Center for Persons with Disabilities.

Several presentations have been made in Utah and elsewhere on the *Latinos in Action* project (e.g. Morgan, 2002; Ashbaker, Morgan, & Enriquez, 2002), and the project has been described in a variety of publications (see Morgan, Ashbaker, & Enriquez, in press; Ashbaker, Morgan, & Enriquez, 2002; Enriquez, Ashbaker, & Morgan, 2002; Enriquez, Ashbaker, Morgan, & Dowdle, 2001).

Summary

This report has detailed accomplishments over the four years of the *Super-Vision* project in relation to project objectives. We initially proposed to provide long-term training to approximately 200 teachers/paraeducators over the course of the three years of the project, in addition to providing information about project principles through workshops and shorter presentations. As the above shows, we provided long-term training to some 194 teachers/paraeducators in Utah and Idaho through the Professional Development Series, and well over 2,000 teachers, paraeducators and administrators have attended training workshops on topics relating to the *Teamwork* curriculum, and issues relating to the employment, training and supervision of paraeducators. Two regional paraeducator conferences were also organized at the request of Special Education Directors in S.E. Idaho. A training of trainers was provided to teachers and paraeducators in three school districts (in Utah, Nevada and Oregon) and training in the principles of effective teamwork continues in those states as of the writing of this report, with statewide

adoption of the *Teamwork* curriculum proposed in Oregon. The *Teamwork* curriculum itself has been extensively revised and expanded in response to feedback from training participants and professionals in the field of education. Also, as proposed, a Facilitator manual has been developed, which provides resources and lesson plans for independent delivery of the curriculum. Information relating to the project and its products has been disseminated to various audiences across the US and beyond, through presentations at conferences and professional meetings, as well as manuscripts submitted to professional publications, and items in the media. Copies of the *Teamwork* curriculum have been distributed on request, and the curriculum is currently in widespread use in Virginia. As opportunities have arisen, informal research has been conducted into issues relating to paraeducators (their motivation to attend training, the extent of their instructional roles and responsibilities, legal issues, etc.), and data have been circulated via presentations and publications. Finally, the *Teamwork* curriculum has been used to good effect in promoting the success of latino high school students, via internship and employment opportunities as paraeducators in local schools and Summer programs. Each aspect of the project has also been evaluated on an ongoing basis.

TABLE 1. PRESENTATIONS TO TEACHERS 1998-2002

Presenter name(s)	Title of paper presented	Date of presentation	Conference	Level of conference	Attendance
Morgan, J. Ashbaker, B.	Moving beyond greetings to the real job: Supervising paraeducators.	November 1998	Annual conference of the Utah Association for Supervision and Curriculum Development, Park City, UT	State	25
Ashbaker, B. Morgan, J.	Super-Vision: A closer look at teachers supervising paraeducators.	October 1998	Utah BEST Teacher Retreat and CCBD conference, Provo, UT	State	28
Morgan, J. Ashbaker, B.	Essential elements of effective instruction: Sharing techniques that great teachers use.	August 1998	Box Elder School District Career Ladder Day: "Meeting the Challenge," Brigham City, UT	School District	85
Ashbaker, B. Morgan, J.	Super-Vision: A model training program for teacher-paraeducator teams.	December 1999	Annual Conference, National Staff Development Council, Dallas, TX	National	24*
Ashbaker, B. Morgan, J.	Issues surrounding the employment, training and supervision of paraeducators.	November 1999	USU Administrative and Supervisory Endorsement (A/SE) program at Utah State University via EDNET distance education system, Salt Lake City, UT	Regional	20*
Ashbaker, B. Morgan, J.	Getting back to basics: Brushing up on effective instructional skills.	October 1999	South East Idaho Annual Quality Education Conference, Pocatello ID	Regional	49*
Morgan, J.	Supervising paraeducators: Working more effectively as a team.	October 1999	Pre-service student teachers and interns, Department of Counseling Psychology and Special Education, BYU, Provo, UT	District	38*
Morgan, J. Ashbaker, B.	Teachers and paraeducators working together to be a more effective team.	October 1999	South East Idaho Annual Quality Education Conference, Pocatello ID	Regional	21*
Morgan, J. Ashbaker, B.Y.	Two birds with one stone: Teacher self-evaluation as an opportunity to provide training to paraprofessionals and improve professional practice.	October 1999	1999 Western Regional Conference of the Comparative and International Education Society, Provo, UT	Regional	24*
Ashbaker, B. Morgan, J.	Empowering paraeducators as classroom behavior managers.	June 1999	22nd Annual Conference on Interventions for At-Risk Children and Youth, Logan, UT	State	20

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Morgan, J. Ashbaker, B.	Super-Vision: A model training program for strengthening teacher-paraeducator teams.	May 1999	18th National Conference on the Training and Employment of Paraprofessionals in Education and Related Services, Little Rock, Arkansas	National	30*
Morgan, J. Ashbaker, B.	Super-Vision: A model training program for strengthening teacher-paraeducator teams.	April 1999	Third Annual China-US Conference on Education, Phoenix, AZ	Inter-national	20*
Ashbaker, B. Morgan, J.	The 'S' in ASCD: Teachers supervising paraeducators.	March 1999	Annual ASCD conference, San Francisco, CA	National	18*
Ashbaker, B. Morgan, J.	Issues surrounding the employment, training and supervision of paraeducators.	April 2000	USU Administrative and Supervisory Endorsement (A/SE) program at Utah State University via EDNET distance education system, Salt Lake City, UT	Regional	20*
Ashbaker, B.Y. Morgan, J.	The Teacher as an Executive.	June 2001	Conference for Middle School Educators, Orem, UT	State	24
Ashbaker, B.Y. Morgan, J.	So what do I do now? Case studies focusing on the important roles of paraeducators.	November 2002	Eighth Annual Utah State Paraeducator Conference, Ogden, UT	State	20*

* Figures marked thus indicate that the group was of mixed participants, and that the number have therefore also been reported in another of the presentation tables.

TABLE 2. PRESENTATIONS TO PARAEDUCATORS 1998-2002

Presenter name(s)	Title of paper presented	Date of presentation	Conference/Meeting	Level of conference	Atten d-ance
Ashbaker, B. Morgan, J.	How good is the harvest? Evaluating student learning through effective questioning.	October 1998	Fourth Annual State Paraeducator conference, Snowbird, UT	State	50
Ashbaker, B. Morgan, J.	Supporting your teacher in delivering instruction.	October 1998	Third Annual Quality Education Conference, Pocatello, ID	Regional	35
Morgan, J. Ashbaker, B.	Being a pro-active paraeducator: More nifty ideas for improving your instructional skills.	October 1998	Fifth Annual State Paraprofessional Conference, Denver, CO	State	55
Morgan, J. Ashbaker, B.	Working with your supervising teacher: How to be a more effective team member.	October 1998	Third Annual Quality Education Conference, Pocatello, ID	Regional	20
Ashbaker, B. Morgan, J.	Being a pro-active paraeducator: Nifty ideas for classroom management.	May 1998	17th National Paraprofessional Conference, Colorado Springs, CO	National	35
Ashbaker, B. Morgan, J.	Better than money in the bank: Building positive relationships with students.	November 1999	Annual State Paraeducator Conference, Snowbird, UT	State	75
Ashbaker, B. Morgan, J. Allred, D.	Teaching students to think: Improving your questioning skills.	November 1999	Calgary Regional Consortium Teacher Assistant Conference, Calgary, Alberta Canada	Inter-national	48
Ashbaker, B. Morgan, J.	Getting back to basics: Brushing up on effective instructional skills.	October 1999	South East Idaho Annual Quality Education Conference, Pocatello ID	Regional	49*
Morgan, J. Ashbaker, B.Y.	Looking forward to effective communication.	October 1999	Headstart Region 8 conference, Salt Lake City, UT	Regional	22*
Morgan, J. Ashbaker, B.	Teachers and paraeducators working together to be a more effective team.	October 1999	South East Idaho Annual Quality Education Conference, Pocatello ID	Regional	21*
Morgan, J. Ashbaker, B.	Super-Vision: A model training program for strengthening teacher-paraeducator teams.	May 1999	18th National Conference on the Training and Employment of Paraprofessionals in Education and Related Services, Little Rock, Arkansas	National	30*

Ashbaker, B. Morgan, J.	Understanding and being understood: Effective communication between team members.	April 1999	2nd Annual California Paraeducator Conference, Anaheim, CA	State	25
Morgan, J. Ashbaker, B.	Living up to expectations: Clarifying your respective responsibilities as members of an instructional team.	April 1999	2nd Annual California Paraeducator Conference, Anaheim, CA	State	30
Ashbaker, B.Y. Morgan, J.	An international perspective: Shared responsibilities.	July 2000	First UK Conference for Learning Support Assistants, Worcester, UK	Inter-national	200
Ashbaker, B. Morgan, J.	Teacher-Paraeducator teams: Redefining roles and expectations.	April 2000	Third Annual California State Paraeducator Conference, Anaheim, CA	State	90
Morgan, J. Ashbaker, B.	Effective teamwork requires effective communication.	October 2001	9th Annual Statewide Paraeducator Conference, Breckenridge, CO	State	50
Morgan, J. Ashbaker, B.	Roping together to climb higher: More effective teamwork.	October 2001	9th Annual Statewide Paraeducator Conference, Breckenridge, CO	State	30
Morgan, J. Ashbaker, B.	Working with your supervisor in pro-active ways.	October 2001	First Annual Southeast Idaho Paraeducator Conference, Arimo, ID	Regional	60
Ashbaker, B.Y. Morgan, J. Bartholomew, G.	Insights into the role of the administrator in relation to the employment, training and supervision of paraprofessionals.	May 2001	National Resource Center for Paraprofessionals, Madison, WI	National	25*
Morgan, J. Ashbaker, B.Y.	The Paraeducator Database: What is past is prologue.	May 2001	National Resource Center for Paraprofessionals, Madison, WI	National	16*
Morgan, J. Ashbaker, B.	Problem-solving for effective teamwork.	April 2001	Soda Springs School District, Idaho	School District	9
Ashbaker, B.Y. Morgan, J.	So what do I do now? Case studies focusing on the important roles of paraeducators.	November 2002	Eighth Annual Utah State Paraeducator Conference, Ogden, UT	State	20*
Morgan, J. Latkiewicz, J. Guerra, M. Grua, C.	An Associate Degree via Distance Education? What are your options as a paraeducator in Utah?	November 2002	Eighth Annual Utah State Paraeducator Conference, Ogden, UT	State	220

Ashbaker, B. Morgan, J.	Effective Instruction I: Increasing time spend on-task.	October 2002	Second Annual S.E. Idaho Paraeducator Conference, Arimo, ID	Regional	49
Ashbaker, B. Morgan, J.	Effective Instruction II: Monitoring student progress.	October 2002	Second Annual S.E. Idaho Paraeducator Conference, Arimo, ID	Regional	46
Ashbaker, B. Morgan, J.	Effective Instruction III: Pro-active classroom management.	October 2002	Second Annual S.E. Idaho Paraeducator Conference, Arimo, ID	Regional	39
Ashbaker, B. Morgan, J. Enriquez, J.	Hispanic high school seniors as paraeducators: Cultural role model for younger students and career potential for graduating seniors.	May 2002	21st Annual Conference of the National Resource Center for Paraprofessionals, Minneapolis, MN	National	10
Robins, A. Morgan, J. Ashbaker, B.	The United Kingdom and the United States working together for Teaching Assistants/Paraeducators.	May 2002	21st Annual Conference of the National Resource Center for Paraprofessionals, Minneapolis, MN	National	38
Ashbaker, B.Y. Morgan, J.	Standing up for the important role of being a paraeducator.	April 2002	California State Paraeducator Conference, Sacramento, CA	State	56

* Figures marked thus indicate that the group was of mixed participants, and that the number have therefore also been reported in another of the presentation tables.

TABLE 3. PRESENTATIONS TO ADMINISTRATORS 1998-2002

Presenter name(s)	Title of paper presented	Date of presentation	Conference	Level of conference	Attendance
Morgan, J. Ashbaker, B.	Moving beyond greetings to the real job: Supervising paraeducators.	November 1998	Annual conference of the Utah Association for Supervision and Curriculum Development, Park City, UT	State	25*
Morgan, J. Ashbaker, B.	Raising the profession for the 21st century: Teachers mentoring paraeducators.	November 1998	21st Annual Teacher Education Division (CEC) Conference. Dallas, TX	National	24
Morgan, J. Ashbaker, B.	Paraprofessionals and technology: Investing in training.	October 1998	90th Annual NREA Convention, Buffalo, N.Y.	National	12
Ashbaker, B. Morgan, J.	Super-Vision: A model training program for teacher-paraeducator teams.	December 1999	Annual Conference of the National Staff Development Council (NSDC), Dallas, TX	National	24
Ashbaker, B.Y. Morgan, J.	Engaging in professional development for best practices: Teachers and paraeducators working together.	November 1999	Annual conference of the Teacher Education Division of the Council for Exceptional Children (CEC), Palm Springs, CA	National	12
Ashbaker, B. Morgan, J.	Issues surrounding the employment, training and supervision of paraeducators.	November 1999	USU Administrative and Supervisory Endorsement (A/SE) program at Utah State University via EDNET distance education system, Salt Lake City, UT	Regional	20*
Morgan, J. Ashbaker, B.Y.	Two birds with one stone: Teacher self-evaluation as an opportunity to provide training to paraprofessionals and improve professional practice.	October 1999	1999 Western Regional Conference of the Comparative and International Education Society, Provo, UT	Regional	24*
Ashbaker, B.Y. Morgan, J.	Super-Vision: A model training program for strengthening teacher-paraeducator teams.	May 1999	Seventh Annual CSPD Conference on Leadership and Change, Arlington, VA	National	25
Morgan, J. Ashbaker, B.	Super-Vision: A model training program for strengthening teacher-paraeducator teams.	May 1999	18th National Conference on the Training and Employment of Paraprofessionals in Education and Related Services, Little Rock, Arkansas	National	30*

Morgan, J. Ashbaker, B.	Super-Vision: A model training program for strengthening teacher-paraeducator teams.	April 1999	Third Annual China-US Conference on Education, Phoenix, AZ	Inter-national	20*
Ashbaker, B. Morgan, J.	The 'S' in ASCD: Teachers supervising paraeducators.	March 1999	Annual ASCD conference, San Francisco, CA	National	18*
Morgan, J. Ashbaker, B.	Effective staff development models for paraeducators and their supervising teachers.	December 2000	National Staff Development Council annual conference, Atlanta, GA	National	16
Ashbaker, B. Bartholomew, G. Morgan, J.	Legal and policy issues regarding utilizing and supervising paraprofessionals in public schools.	October 2000	2000 Utah Education Law Institute, Provo, UT	State	12
Morgan, J. Ashbaker, B.Y. Roberts, R.	The employment, training and supervision of paraprofessional staff in education settings.	October 2000	Annual Northern Rocky Mountain Education Research Association conference, Park City, UT	Regional	20
Ashbaker, B. Morgan, J.	Research-based information on how administrators supervise the teacher-paraeducator instructional team.	May 2000	Eighth Annual CSPD Conference on Leadership and Change, Alexandria, VA	National	15
Ashbaker, B. Morgan, J.	Issues surrounding the employment, training and supervision of paraeducators.	April 2000	USU Administrative and Supervisory Endorsement (A/SE) program at Utah State University via EDNET distance education system, Salt Lake City, UT	Regional	20*
Morgan, J.	Teamwork and collaborative skills for direct service professionals and paraprofessionals.	November 2001	Annual Conference of the Association of University Centers on Disabilities (AUCD), Baltimore, MD	National	6
Ashbaker, B. Morgan, J.	Cases relating to the employment of paraprofessionals in education.	October 2001	Utah Education Law Institute, Provo, UT	State	8
Morgan, J. Ashbaker, B.Y.	The Paraeducator Database: What is past is prologue.	May 2001	National Resource Center for Paraprofessionals, Madison, WI	National	16*
Ashbaker, B.Y. Morgan, J. Bartholomew, G.	Insights into the role of the administrator in relation to the employment, training and supervision of paraprofessionals.	May 2001	National Resource Center for Paraprofessionals, Madison, WI	National	25*

Ashbaker, B.Y. Morgan, J. Mitchem, K.	Paraprofessional staff in education settings: Issues relating to their employment, training and supervision as they impact teacher education.	March 2001	AACTE Annual Meeting and Exhibits, Dallas, TX	National	4
Ashbaker, B.Y. Morgan, J.	Paraeducators and the mandates of 'No Child Left Behind'.	October 2002	Utah Education Law Institute, Provo, UT	State	33
Morgan, J.	Partnering with school districts to improve outcomes for Latino students.	October 2002	Annual Meeting and Conference of the Association of University Centers on Disability (AUCD), Bethesda, MD	National	20
Ashbaker, B. Morgan, J. Enriquez, J.	Hispanic high school seniors as paraeducators: Cultural role model for younger students and career potential for graduating seniors.	May 2002	21st Annual Conference of the National Resource Center for Paraprofessionals, Minneapolis, MN	National	10*
Robins, A. Morgan, J. Ashbaker, B.	The United Kingdom and the United States working together for Teaching Assistants/Paraeducators.	May 2002	21st Annual Conference of the National Resource Center for Paraprofessionals, Minneapolis, MN	National	38*

* Figures marked thus indicate that the group was of mixed participants, and that the number have therefore also been reported in another of the presentation tables.

TABLE 4. PUBLICATIONS 1998-2002

Author(s)	Title of article	Issue	Publication	Type of publication	Circulation
Morgan, J. Ashbaker, B. Forbush, D.	Strengthening the Teaching Team: Teachers and paraprofessionals build their team power.	1998 13 (3)	Support for Learning (British Journal of Learning Support)	Refereed Journal	11,500
Morgan, J. Ashbaker, B.	Super-Vision: A model for the teacher's role as supervisor of paraprofessionals.	1998 22 (1)	CPD News	Newsletter	2,600
Ashbaker, B. Morgan, J.	Teaching students to think: Improving your questioning skills.	1998 4 (3)	Paraphrase	Newsletter	
Ashbaker, B. Morgan, J. Allred, D.	Why do they do it? Utah paraeducators give their reasons for attending training.	1998 18 (6)	Utah Special Educator	Non-refereed Journal	5,000
Ashbaker, B. Morgan, J.	The Pro-Active Paraeducator: More than 200 really nifty ideas for the people who help teachers.	1998	American Fork, UT: Swift Learning Resources	Book (ISBN: 1-56861-052-2)	N/A
Morgan, J. Ashbaker, B.	'Supervising Paraeducators in School Settings: A Team Approach.' (Book Review).	1998 13 (2)	Support for Learning (British Journal of Learning Support)	Refereed Journal	11,500
Ashbaker, B.Y. Morgan, J.	The 'S' in ASCD: Teachers supervising paraeducators for professional development.	1999 ED 432 561	ERIC - EDRS No. ED 432 561	Refereed electronic database	N/A
Morgan, J. Ashbaker, B.	"What do you mean, the test's not valid?" The importance of instructional alignment.	1999 Vol. X	Theories and Practices in Supervision and Curriculum	Refereed Journal	800
Morgan, J. Ashbaker, B.	What was your motivation to attend this training? A survey of California paraeducators.	1999 Logan, UT: USU	Unpublished report	Executive Summary	N/A
Morgan, J.	Teacher training in relation to working with and supervising Learning Support Assistants: An executive summary.	1999 Logan, UT: USU	Unpublished report	Executive Summary	N/A

Ashbaker, B.Y. Morgan, J.	Responding to changes in teacher's roles: Super-Vision: A model training program for strengthening teacher-paraeducator teams.	1999 7th Annual CSPD Conference	Arlington, VA: National Association of State Directors of Special Education	Monograph	
Morgan, J.	Building a database relating to the employment, training and supervision of paraprofessional staff.	2000 23(1)	CPD News	Newsletter	2,600
Ashbaker, B. Morgan, J.	Bilingual paraeducators: What we can learn from Rosa.	2000 Vol. 84 (614)	NASSP Bulletin (Natl. Assoc. of Secondary School Principals)	Non-refereed national journal	
Morgan, J. Ashbaker, B.Y.	Super-Vision: A model training program for strengthening teacher-paraeducator teams.	1999 3rd Annual conference	1999 China-U.S. Conference on Education	Conference Abstracts	
Morgan, J.	Paraeducators: Finding out what we already know.	2000 Vol. 2 (1)	Para-Aces (Montana Paraeducator Newsletter)	Newsletter	
Morgan, J. Ashbaker, B.Y.	Teacher training in relation to working with and supervising learning support assistants: A survey of institutes of higher education in the UK.	2000	British Education Index: Education-line http://www.leeds.ac.uk/educol	On-line database	N/A
Allred, D.M. Morgan, J. Ashbaker, B.	Available but not accessed: Resources to enhance paraeducators' skills and knowledge.	2000 Vol. XI	Theories and Practices in Supervision and Curriculum (The Utah ASCD Journal)	Refereed Journal	800
Morgan, J. Ashbaker, B. Allred, D.	Providing training for paraeducators: What motivates them to attend?	2000 Vol. 15 (1)	The Researcher	Refereed Journal	500
Morgan, J. Ashbaker, B.	Supporting new teachers: Practical suggestions for experienced staff.	2000 Vol. 22 (1)	The Rural Educator	Refereed Journal	1001-2000
Morgan, J. Ashbaker, B.Y.	A teacher's guide to working with paraeducators and other classroom aides.	2001	Alexandria, VA: Association of Supervision and Curriculum Development (ASCD)	Book (ISBN: 0-87120-505-X)	Over 20,000

Morgan, J. Ashbaker, B.Y. Forbush, D.	Special helpers: Paraeducators share the tasks in special education classrooms.	2000 Vol. 187 (9)	American School Board Journal	Non-refereed Journal	40,000
Ashbaker, B.Y. Morgan, J.	Research-based information on how administrators supervise the teacher-paraeducator instructional team.	2000 8th Annual CSPD Conference	Arlington, VA: National Association of State Directors of Special Education	Conference Monograph	
Allred, D. Morgan, J. Ashbaker, B.Y.	Employment on the other side of the tracks: School computer lab paraeducators.	Fall 2001 In press	Catalyst for Change	Refereed Journal	
Morgan, J. Ashbaker, B.Y.	20 ways to work more effectively with your paraeducator.	2001 36 (4)	Intervention in School and Clinic	Refereed journal	4000-5000
Ashbaker, B.Y. Morgan, J.	Paraeducators: A powerful human resource.	2001 19(2)	Streamlined Seminar (Quarterly Newsletter of the National Association of Elem. Sch. Principals)	Non-refereed newsletter	28,000+
Morgan, J. Ashbaker, B.Y. Young, J.R.	Teaming, supervision and evaluation: Teacher-paraeducator team perspectives of their teaching.	2001	ERIC -EDRS No. ED 454 200	Refereed electronic database	N/A
Ashbaker, B.Y. Morgan, J.	The Interconnected Roles of Paraeducators, Teachers and Administrators: Research results and relevance for teacher education.	2000	Proceedings of the 2000 TED Conference	Conference Monograph	approx. 300
Enriquez, J. Ashbaker, B.Y. Morgan, J. Dowdle, D.	Role models and support for minority students.	2001 8-10	The Leader (Utah Association of Elementary School Principals)	Non-refereed state newsletter	
Morgan, J. Ashbaker, B.Y.	Duties and instructional decision-making of paraeducators In the US, Canada and the UK.	2001	CEC website: Programs, Practices, Papers: www.cec.sped.org	Online database	N/A
Ashbaker, B.Y. Morgan, J.	Growing roles for teachers' aides.	2001 66 (7)	The Education Digest		

Allred, D.M. Morgan, J. Ashbaker, B.Y.	Computers in Education Receive A Mixed Review: A Case Study of a High School Computer Lab Manager.	2001 30(3)	Catalyst for Change (National School Development Council)	Refereed Journal	
Morgan, J. Roberts, R.M. Ashbaker, B.	The employment, training and supervision of paraprofessional staff in education settings: Insights into the administrator's role from two field research studies.	2001	Logan, UT: Utah State University	Unpublished report	N/A
Ashbaker, B. Morgan, J. Enriquez, J.	Support for the success of minority students.	2002 XIII	Theories and Practices in Supervision and Curriculum	Refereed Journal	450
Morgan, J. Ashbaker, B.Y. Enriquez, J.	Reading the future: High school minority students as classroom tutors.	2002	Proceedings of the Ninth International Learning Conference	Refereed Conference Proceedings	
Enriquez, J.E. Ashbaker, B.Y. Morgan, J.	Hispanic Paraeducators Serving as Role Models.	2002 Vol. 3 (2)	The Utah Special Educator	State special education publication	5,000
Morgan, J. Ashbaker, B.Y. Allen, M.	The Paraeducator Database.	2002	www.byu.edu/cse/paraeducator	Internet searchable database	N/A
Morgan, J. Ashbaker, B.Y.	On the front line: An interview with Joyce Hinckley.	(under review)		Refereed Journal	
Ashbaker, B.Y. Morgan, J.	Legal issues relating to school paraprofessionals.	(under review)		Refereed Journal	
Morgan, J. Ashbaker, B.Y. Enriquez, J.	Latinos in Action: ESL students teaching ESL students.	(under review)		Refereed Journal	

Appendix

Typical syllabus for teaching Teamwork and Self-Evaluation for Teachers and Paraeducators as a 2 credit-hour university class (semester credits).

Week	Topics to be covered	Assignments to be completed before next class
1	Course goals and requirements Framing the issues Clarifying roles and responsibilities	* Read Chapters 1 and 2 * Complete *Assignment* and *Self-Evaluation Checklist* for Chapter 1
2	Identifying communication styles Distinguishing between principles and preferences Potential roadblocks to communication	* Complete *Assignment* and *Self-Evaluation Checklist* for Chapter 2 *Read Chapter 3
3	Collaboration and teamwork Working with other units	*Complete *Self-Evaluation Checklist* for Chapter 3 *Read Chapter 4
4	Basic principles of effective instruction The teaching and learning cycle	*Complete Self-Evaluation Checklist for Chapter 4 *Read Chapter 5
5	ABC's of effective behavior management	*Complete Self-Evaluation Checklist for Chapter 5 *Read Chapter 6
6	Evaluation and Self-Evaluation	*Read Chapter 7
7	Observation: setting a focus, gathering data and using it	*Set a focus for, and conduct 2 observations *Read Chapter 8
8	Post-observation conferences	*Conduct 2 pre-observation conferences and 2 observations *Read Chapter 9
9	Case studies Developing a template for problem-solving	*Conduct a pre-conference, observation and post-conference *Read Chapter 10
10	Putting it all together: the cycle of formative evaluation	*Review and personal goal-setting

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